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ABSTRACT

South Dakota's exemplary project in career education at Watertown was designed to help students bridge the gap between school and work through an integrated program of occupational information, orientation, and exploration, and to provide an in-service program for counselors and teachers within the school district and statewide. The four phase project included: (1) in depth planning, policy and procedure development, and securing of resource materials; (2) orientation of the school district staff to the project; (3) implementation; and (4) data collection for evaluation. The rationale behind career education and its implications for the program are described briefly. (MS)

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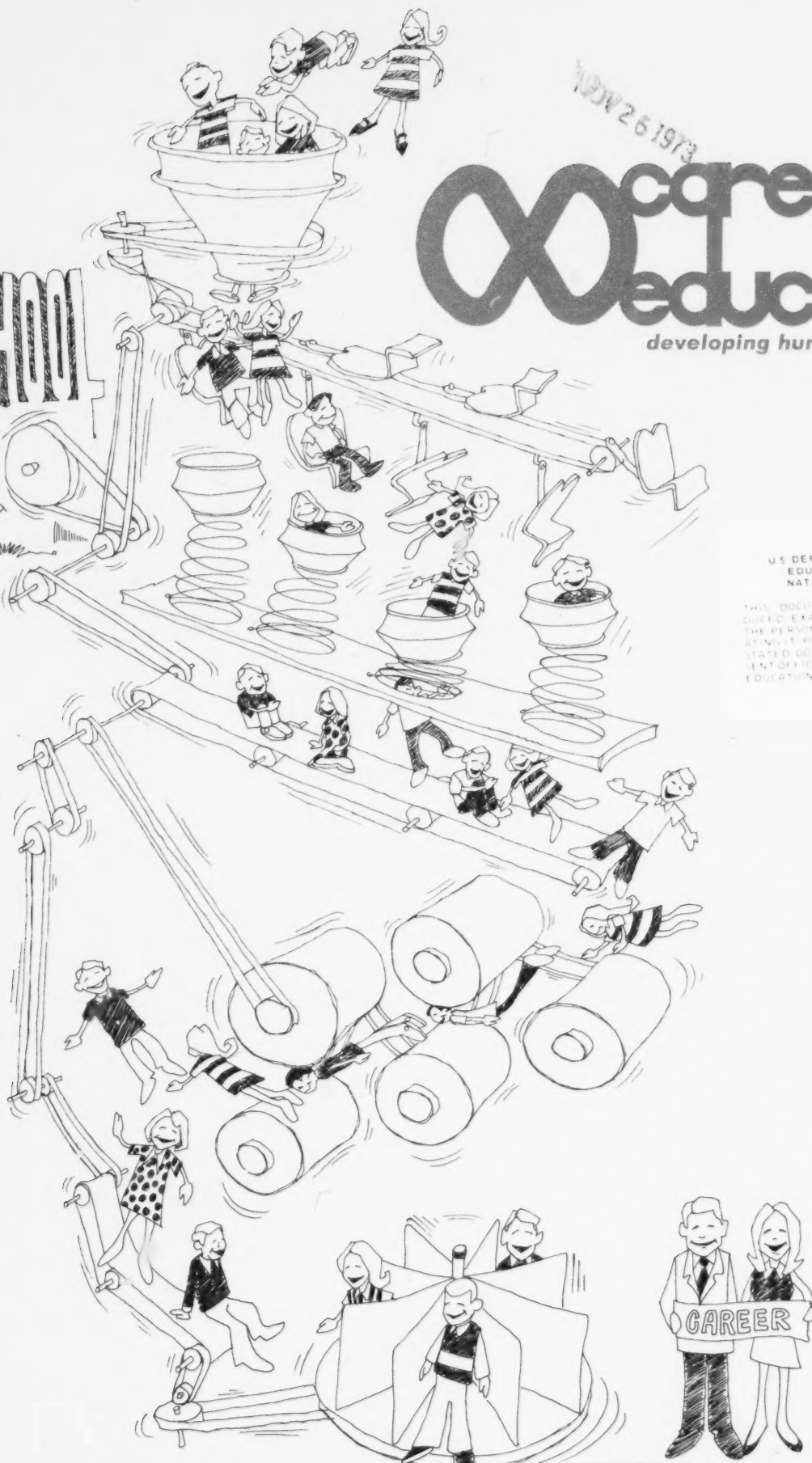
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career education

developing human potential

U.S. DEPARTMENT OF HEALTH,
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K-12 Project in Career Development
and
Bridging the Gap Between School and Work

*South Dakota's
Exemplary Project
in
Career Education*

Funded by the U. S. Office of Education in
cooperation with the South Dakota Division
of Vocational - Technical Education, Pierre,
through the Watertown Independent School
District No. 1, Watertown, S. Dakota 57201

E. B. OLESON, STATE DIRECTOR OF VOCATIONAL - TECHNICAL EDUCATION
ROBERT H. COCKLE, SUPERINTENDENT OF SCHOOLS AND PROJECT DIRECTOR
CLAYTON D. CARLSON, PROJECT COORDINATOR

MAY, 1972

The Funding

Financed under Part D (Exemplary Programs and Projects) of the Vocational Education Amendments of 1968 (P. L. 90-576, Section 141). Congress defined the purpose of exemplary programs and projects "to stimulate, through federal financial support, new ways to create a bridge between school and earning a living . . ."

The Objectives

The program is designed to help all students in the district bridge the gap between school and work through an integrated program of occupational information, orientation, and exploration, and to provide an in-service program for counselors and teachers within the school district and statewide.

The Approach

The Project is in four phases. The first included in-depth planning of activities, development of policies and procedures, and securing resource materials. The second phase involved orientation of the school district staff to the project, and defined the function of departments and individual staff members. Phase three encompasses implementation of the various programs. The final phase involves collection of data for program evaluation.

The Community

Watertown is a community of 14,000 population in the rolling agricultural plains and lake region of northeastern South Dakota. There are several small towns in the region, and Watertown serves as the major trade center for about 100,000 people.

The School System

Watertown has a public school population of some 3,900 in six elementary schools, one junior high school, and one senior high school. The Multi-District Career Center, originally a satellite program of the Career Development Project, enrolls about 500 juniors and seniors from Watertown and 11 area high schools in eight occupational areas. Students attend class daily in two-hour time blocks. The post-secondary Lake Area Vocational-Technical School has an enrollment of more than 500.

The Personnel

The Career Development Project has a professional staff of seven -- a coordinator, elementary and secondary curriculum specialists, two occupational counselors, a work experience coordinator, and an information specialist. There are 214 teaching positions in the Watertown school system, K through Vo-Tech, plus administrators, specialists, and aides.

Accountability

The Project is accountable to the U. S. Office of Education and the State Division of Vocational-Technical Education, through the Watertown school system. Staff members are considered employees of the Watertown district. The superintendent of schools, under the local board of education, is considered project director. Quarterly and annual Project reports are submitted to the U. S. Office of Education. The Project has the responsibility of disseminating career education information, resulting from Project activities, statewide and to share these results nationwide through individual requests, through the ERIC information network, and through other media.

The Implications

Career education is being emphasized by the U. S. Office of Education. Closely tied to individual development, it brings life into the K-12 curriculum by making it life-centered. The uncertainty of students concerning post-high school activities points up the need for a K-12 career education emphasis. The program is affecting every student in the Watertown district, and the impact of the combined career education thrust is being felt statewide and nationwide. The needs of more students are being met, counselors are becoming aware of the entire range of career counseling activities, and an even broader spectrum of student needs will be met in the future as career education gains momentum as an integral part of the total curriculum.

Schools, to be relevant, must provide occupational preparation from kindergarten through high school and beyond.



ELEMENTARY SCHOOL CHILDREN
ARE ANXIOUS TO EXPLORE ---
EXCELLENT YEARS TO BECOME
AWARE OF OCCUPATIONS

Career education provides a common ground for all students.

The Watertown Public School System, through its Career development Project, is helping students become aware of and prepare for the world of work outside of the schools.

Career education helps a student find direction for his future.

The Career Development Project is South Dakota's exemplary career education program, funded through the U. S. Office of Education in cooperation with the Division of Vocational-Technical Education, Pierre.

The decisions an individual makes regarding a career are uniquely his own.

The project's primary purpose is to help students span the school-work gap by making information on occupations an integral part of the curriculum, kindergarten through high school. The program also helps disadvantaged students and identifies and assists potential dropouts. Intensive occupational counseling is provided for junior and senior high students.

Many students feel alienated from school because they don't see the relationship of their studies to life.

The South Dakota Program is designed to meet the full range of needs of each student -- for the majority who won't finish, or even begin college, and for those who will.

*Counselors have a heavy
responsibility to change
attitudes of parents, teachers,
and students toward career
education.*

-- Dr. Dave Livers, U of Ill.

*Career education is integrated
into existing educational
programs.*

*We have increased the subject
matter content of our classes,
but have forgotten to make
them relevant.*

*-- Dr. Duane Brown,
U of W. Va.*

*Career education helps the
student develop a personal
plan for lifelong learning.*

The Career Development Project is designed to create change in two major areas: counseling, through an inservice program for counselors within the district and statewide, and curriculum, through a K-12 program of occupational information, orientation, and exploration.

The Project is in four phases. The first, hiring of staff, also included in-depth activity and planning and securing of resource materials. Phase two involved orientation of the entire district staff and developing the function each has in the project. The third phase consists of implementing the various programs. The final phase will involve collecting data and information to be used in project evaluation.

JUNIOR HIGH SCHOOL YOUTHS
EAGERLY PLUNGE INTO
EXAMINING CAREER CLUSTERS



The program is designed to acquaint pupils with the modern world of work where they see the implications of school subjects for occupational roles, improve self-concepts, upgrade achievement and aspirational levels, and involve parents and community in understanding the career development needs of children.

Young people drifting in the wasteland of general education need realistic exposure to the world of work.

-- Dr. Sidney Marland



CAREER EDUCATION
BECOMES MORE INTENSE
THROUGH JUNIOR HIGH
AND BEYOND

Career education must meet the full range of needs of each student.

Career education is mining out the hidden vocational promises of the 70's. The emphasis originates at the national level, but enthusiasm and innovations must come from within the individual school system for a successful program.

. . . the cost to society for educating young people for employment is less than the cost of remedial training after they have left school.

-- National Advisory Council on Vocational Education

Career development isn't a single event in a student's life, but rather a process that begins in kindergarten (or long before) and is closely tied to individual development.

Career education is the ongoing process of integration of self and society, through work, lasting one's entire life.

Career development establishes a practical motivating force for the student who wonders, "what good is school for me?" To answer this question, Watertown is helping students build on their strengths by integrating information about all useful careers into every phase of the curriculum at all grade levels. A broad knowledge of occupations and specific job skills are vital to meeting the demands of the nation's economy. Many of the most exciting career options -- both present and emerging -- are in areas where talents other than those required for college are important.

Elementary children see themselves doing work that captures their imaginations, within the framework of jobs they recognize.

*Career education
grows out of my belief that
our schools should be doing
more to build self-reliance
and self-sufficiency, to prepare
students for a productive
and fulfilling life.
-- President Richard Nixon*

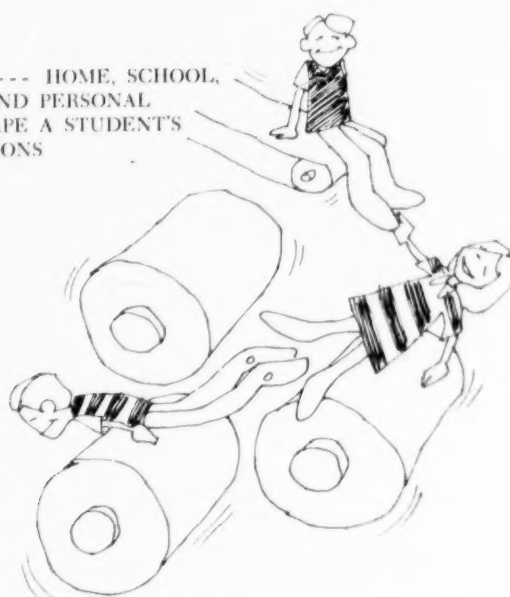
*We believe that
career education be provided
from early childhood through
adult life but of a nature
appropriate to each individual
as he needs it, wants it, and
can profit from it
-- NEA Task Force*

*Field trips, extensive
application of everyday
life situations, and relating
the K-6 program is stressed.*

*Effective career education
equips young people to live
their lives as fulfilled
human beings.*

Research and experience dictate that career development activities begin at the elementary level. The 1,900 students in the six Watertown elementary schools explore their values, attitudes, talents, and interests in relation to the wide range of educational and career options. Students focus on career development before entering junior high school so they can develop attitudes toward their futures that will guide them through their remaining years in school and beyond.

MANY FORCES --- HOME, SCHOOL,
COMMUNITY, AND PERSONAL
TRAITS --- SHAPE A STUDENT'S
CAREER DECISIONS



The emphasis of career exploration programs at both elementary and junior high levels is on individual development, rather than on career selection. The need for individualizing instruction is keenly felt and practiced, since the decisions an individual makes regarding a career are uniquely his own.

Various strategies are used to accomplish the Project's goals. Occupational information is integrated into the K-6 curriculum through field trip guidelines, math, reading, art, dramatic, literary and musical curriculum ideas and materials relating to career development; through a revised testing program; and through a study of the career life models of a variety of people. Interest surveys in the sixth grade help students become aware of their growth as individuals.

While basic academic skills are being polished, junior high students are encouraged to assess and develop talents and interests.

Career clusters provide guidelines for a student to see how his skills and aptitudes can be used in a career.

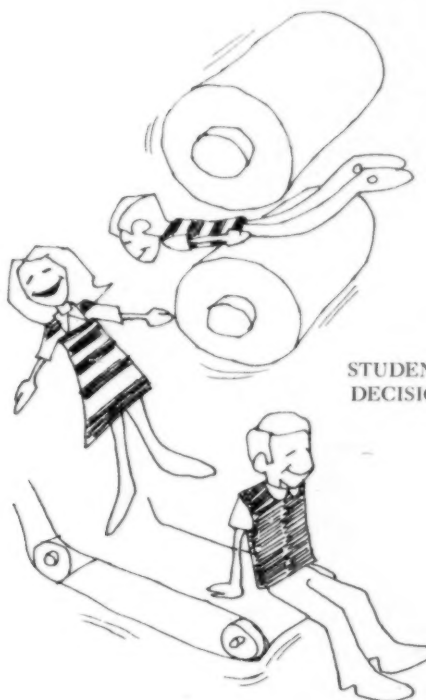
Career clusters expose students to the wide range of occupations within a common interest area and puts students in a better position to adapt to future changes in the job market.

*The 15 Career Clusters:
Health occupations,
marine science, environment,
consumer and homemaking,
personal service, hospitality
and recreation, construction,
manufacturing, transportation,
communication and media,
public services, marketing and
distribution, agri-business and
natural resources, business
and office occupations.*

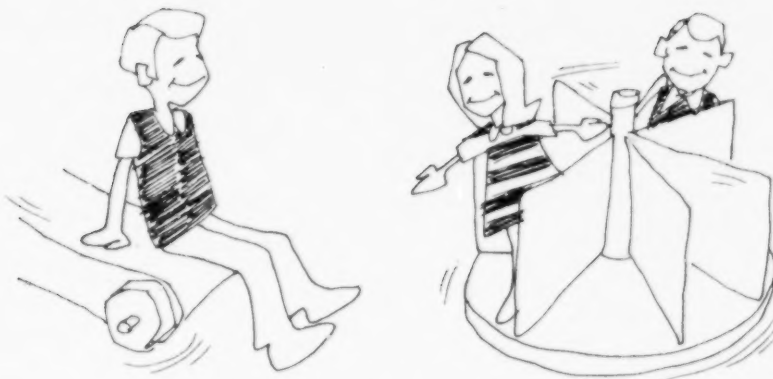
In high school a student can begin to tailor his course of study to meet his needs.

In the junior high school all students have an opportunity to explore many kinds of careers through exposure to career clusters and to examine the education or training needed to enter them. The transition to career education in the junior high school is one of increasing tempo and intensity. Here students can build on the career awareness base they developed in the elementary grades. The emphasis becomes much more of a direct correlation between specific disciplines and the world of work. Despite the more specialized approach, each student's course of study is still designed to allow him thorough exposure to all of the career clusters. Coupled with an effective occupational guidance program, the intent is to help a student prepare himself for the career decisions awaiting him.

Senior high students can explore one or more of the career clusters in depth, and focus on specific decision-making situations. A realistic understanding of careers results as a direct relationship is created between studies in school and skills required for a specific career choice.



SENIOR HIGH SCHOOL
STUDENTS FOCUS OF SPECIFIC
DECISION-MAKING SITUATIONS



STUDENTS LEAVING HIGH SCHOOL FIND MANY EDUCATION AND EMPLOYMENT AVENUES OPEN TO THEM

Education cannot be separate from preparation for life.
-- Dr. Orville Schmieding,
SDSU

A sound knowledge base for making career decisions is built as each student develops his course of study to meet his particular goals and interests. A major goal of the program is to bring occupational choices more into line with career opportunities.

Career education helps students develop attitudes about the personal, psychological, social, and economic significance of work.

Specific career exploration, and training centered on career clusters, is provided to 500 eleventh and twelfth grade students from Watertown and eleven surrounding communities in the Multi-District Career Center.

A wide variety of experiences in all fields is necessary for students to recognize their own skills.

Multi-media learning approaches meet the wide range of learning styles and skills among students.

Career information, orientation, and exploration is provided all students, 7-12, through occupational information centers incorporated into the guidance offices. This multi-media approach gives students an opportunity to explore and discuss their interests and attributes in relation to occupations.

A program for potential dropouts provides the disadvantaged student an opportunity to evaluate himself and to begin building his future.

Guidance and counseling activities help the student develop self awareness, and help him match his interests and abilities against potential careers.

Many young people enter the job market without the skills and attitudes employers require.

Career education lasts throughout life, stimulating people to constantly reassess needs and values, and to take advantage of adult education programs.

A program for potential dropouts gives the disadvantaged student an opportunity to evaluate his own situation and to begin building his future through specialized study and work experience.

The career development effort in Watertown is bringing the teacher - counselor team into a closer working relationship, and the counseling emphasis is beginning to shift into a classroom setting.

EXPOSURE TO OCCUPATIONS K THROUGH 12 HELPS YOUTHS MAKE DECISIONS THAT WILL RESULT IN REWARDING CAREERS



Career Education— Big D Style

**Is your counseling
career-education
oriented?**

Junior
High:



Pontiac:
Career Education
Community

AVARole in Career Education

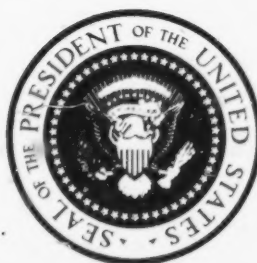
Helping
Johnny Mechanic
Conquer
English



**Career Education
and
Career Choice**

As Dr. Hest has shown, career education means
guaranteeing students a wide choice of career
educating them to make wise choices, and ward-
ing them absolutely free to choose. This article is
one part of Dr. Hest's lecture to the audience
provided at the AVA Conference last September.

**Career Education:
A CHANCE FOR
CHANGE**



A NEW EMPHASIS ON CAREER EDUCATION

from

*The President's
State of the Union Message*

Career education is another area of major new emphasis — an emphasis which grows out of my belief that our schools should be doing more to build self-reliance and self-sufficiency, to prepare students for a productive and fulfilling life.

Too often, this has not been happening. Too many of our students, from all income groups, have been "turning off" or "tuning out" on their educational experiences. And, whether they drop out of school or proceed on to college, too many young people find themselves unmotivated and ill-equipped for a rewarding social role. Many other Americans, who have already entered the world of work, find that they are dissatisfied with their jobs but feel that it is too late to change directions, that they already are "locked in."

One reason for this situation is the inflexibility of our educational system, including the fact that it so rigidly separates academic and vocational curricula. Too often vocational education is foolishly stigmatized as being less desirable than academic preparation. And too often the academic curriculum offers very little preparation for viable careers. Most students are unable to combine the most valuable features of both vocational and academic education; once they have chosen one curriculum, it is difficult to move to the other.

The present approach serves the best interests of neither our students nor our society. The unhappy result is high numbers of able people who are unemployed, underemployed or unhappily employed on the one hand while many challenging jobs go begging on the other.

We need a new approach, and I believe the best new approach is to strengthen career education.

Career education provides people of all ages with broader exposure to and better preparation for the world of work. It not only helps the young but also provides adults with an opportunity to adapt their skills to changing needs, changing technology and their own changing interests. It would not prematurely force an individual into a specific area of work but would expand his ability to choose wisely from a wider range of options. Neither would it result in a slighting of academic preparation, which would remain a central part of the educational blend.

Career education is not a single specific program. It is more usefully thought of as a goal — and one that we can pursue through many methods. What we need today is a nationwide search for such methods — a search which involves every area of education and every level of government. To help spark this venture, I will propose an intensified federal effort to develop model programs which apply and test the best ideas in this field.

There is no more disconcerting waste than the waste of human potential. And there is no better investment than an investment in human fulfillment. Career education can help make education and training more meaningful for the student, more rewarding for the teacher, more available to the adult, more relevant for the disadvantaged, and more productive for our country.

CAREER DEVELOPMENT PROJECT
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ILLUSTRATIONS BY GARY OIHSEN